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retiring Chairman, shall constitute the Committee of the Section. The duties of the Committee shall be to have charge of the meetings of the Section, to arrange for programs, and to see that records of meetings and a register of members of the Section be kept.

At each annual meeting of the Section two sessions shall be held, one of which shall ordinarily be devoted to cataloging problems of interest to large libraries, including classification, indexing, and similar bibliographical subjects; the second to be devoted to the same problems, as far as they affect smaller libraries.

In preparing the programs for the annual meeting the Committee shall consult with the Program committee of the A. L. A. in order to secure unity of plan, and avoid duplication of, and conflict with, the programs of the general sessions and of other sections.

The Committee shall appoint a Chairman or Secretary pro tem., in case either or both of these officers are prevented from attending a given meeting of the Section.

If, at any meeting of the Section, the Committee has been unable to prepare a formal program, a round table meeting of members of the Section shall be held for discussion of such subject or subjects as any member may wish to bring up.

The Secretary shall, at the annual meeting, report the expenses of the year, to be covered by subscription money among those present.

The Committee further recommended that a copy of the Minutes of the two meetings of the Section be sent to the A. L. A. Council. It was moved that this recommendation be approved; it was so voted, and the Secretary pro tem was instructed to send a copy of the Minutes to the Secretary of the A. L. A. to be submitted to the Council.

The Committee then reported its nominations for officers of the Section for the ensuing year, namely: for Chairman, Andrew Keogh of Yale University; for Secretary, Miss Mary S. Oakley, of the Seattle public library.

Miss Bess Goldberg, of the Chicago public library, told of the use of the multigraph in that library, for special lists, notes, circulars, and anything that was wanted in several copies.

M. L. Raney, librarian of the Johns Hopkins university supplemented his article in the June "Library journal" in telling of the use of, and his experiments with, the multigraph and the flexitype.

C. H. Hastings reported on the use of the flexitype at the Library of Congress.

After a short discussion the meeting adjourned.

## COLLEGE AND REFERENCE SECTION

### FIRST SESSION

The following papers were presented in the two sessions of the College and reference section, held, the one on the evening of July 2, the other on the afternoon of July 3. Mr. W. Dawson Johnston, of Columbia University library, presided at both sessions.

The first paper was presented by Dr. W. K. JEWETT, librarian of the University of Nebraska, as follows:

#### THE RELATION OF THE COLLEGE LIBRARY TO THE PUBLIC

In using the word "public" in the present connection, I construe it to mean all

persons not connected with the college. The diploma given to the graduate usually declares him entitled to all the rights, privileges, and honors pertaining to the bachelor's degree, and among these we are glad to reckon the privilege of using the library. By thus becoming the possessor for life of academic citizenship, the alumnus is not to be classed with the public, and his right to use the library should be taken as a matter of course. In the institution which I serve, we extend the use of the library to the bookkeepers, stenographers, and janitors employed by the University, regarding them as legitimate members of our constituency.

Colleges and universities are chartered by the state for public purposes, and the powers conferred on them by charter are to be used for the benefit of the public, and not for private or commercial ends. It is for this reason that such institutions are exempted from taxation since their tribute to the state is paid in other ways. It is usually agreed that this obligation to the state is fulfilled when the institution imparts instruction to those who enroll themselves in its membership, and disseminates learning by sending out its graduates into the community. It is a matter of opinion how far it is expedient for the institution to go in the direction of tendering its facilities to those not enrolled in its membership. Undoubtedly its first duty is toward the members of the college, and expediency must determine in each individual case what can be done for the public without interfering with the rights of those to whom the college primarily ministers. In the case of universities supported wholly, or in most part, by the proceeds of a state tax, it is easy to see that it may frequently be expedient to go further in the effort to serve the general public than in colleges on a private foundation.

The college library stands in a better position to be of service to outsiders than most of the other departments. Such service may be performed in co-operation with public libraries, or independently, but should avoid trenching on the functions of any other medium of library service. The most familiar form of co-operation with the public library is of course the inter-library loan. Harvard and Columbia, by reason of their rich collections, efficient organization, and liberal policy render more service to the public by this means than any other universities.

The most complete co-operation yet suggested is that contemplated by the Iowa law of 1904, which permits colleges and towns to undertake the joint maintenance of a library, and authorizes the town treasurer to pay the proceeds of the library tax to the college treasurer. So far as I can ascertain, this arrangement has been en-

tered into in but one instance. Cornell college and the city of Mount Vernon, Iowa, took advantage of this law in 1905, following the erection of a Carnegie building for the college library. The library is governed by a board of nine trustees, composed of three faculty members, two college trustees, and four citizens of Mount Vernon. The financial administration is in the hands of the college. The library contained about 27,000 volumes at the time the present form of government was adopted. This interesting experiment in political science, as well as library management has not proven satisfactory so far as I am informed. The amount contributed by the town is very small by reason of the customary absurd provision in the state law limiting the amount which can be raised by taxation for library purposes. The share in the management conceded to the town, and the number of popular books demanded by the people have, I understand, been disproportionate to their modest financial contribution.

In Europe there is at least one instance of a university library serving also as a public library. The library of the University of Strasburg, which is the largest university library in the world, bears the title *Kaiserliche Universitäts-und Landes-Bibliothek*. It serves also as the central library for the two imperial provinces of Alsace and Lorraine. According to "Minerva," it circulated, in 1908, over 9,000 volumes outside the city, and 55,000 in the city. As the university is supported by the government, there is no chance for misunderstanding about the funds of the library. It is interesting to note, however, that the administration of the latter is directly responsible to the Ministry of education, and not to the University authorities.

College libraries sometimes have opportunities to exercise in part the functions of a public library during vacation time, or on some special occasion when unusual circumstances occur. Williams college enjoys an opportunity of this kind, which, so far as I know, is rare. Situated in the beautiful Berkshire Hills, Williamstown is the most attractive college town I have

seen; and, like the other Berkshire towns, is a resort for summer visitors. For years the policy of the institution has been most liberal toward the summer people, and they have been admitted to both reading room and circulation privileges. As the college library is well stocked with the best literature, and the town library is not open to visitors who wish to draw books, the privilege is highly appreciated. The college authorities consider that courtesies shown to visitors are advantageous, as tending to make friends for the institution. The acting librarian informs me that the privilege is never seriously abused by the visitors, and that books frequently come into the library by gift from persons who noted their absence while using the library during the summer. Many volumes of fiction have been given by departing guests, and books written in Williamstown by visiting authors have often been received. Valuable suggestions regarding purchase have been made by guests who have noted gaps while using the library.

The University of California library was fortunate enough to render valuable public service to the people of San Francisco after the earthquake, when the libraries of the city had been destroyed by fire, and the university possessed the only large collection of books in the near vicinity. Mr. Rowell informs me that the use of the law library was immediately tendered to the Bar association, and that several hundred lawyers availed themselves of it. The resources of the engineering library were placed at the disposal of the Street department, Sewer department, and other departments of the city government, which made use of the books and maps for ascertaining street grades, and other necessary duties. Similar assistance in the way of maps and other material was extended to the Southern Pacific railway at the same time.

A university library having an engineering collection does not need to wait for a great emergency like the San Francisco fire in order to make itself useful to the public, without in the least inconveniencing its students. At the University of

Nebraska, the engineers of the Burlington railway system, the assistants in the City engineer's office, and many visiting engineers all use our engineering collection with profit to themselves and pleasure to us.

Several articles have been written in the library periodicals during the last two or three years in which emphasis has been laid on the importance of reaching the business and professional men in public library work. I believe this is also a desirable object for the university librarian to keep in mind, especially if he is connected with a state university. A state university dependent on the goodwill of the voters for adequate support needs all the friends it can get. From the worldly standpoint, the friendship of the lawyers, business men, and engineers is more important than that of the women's clubs and reading circles. No opportunity should be lost to make the university's books on law, finance, engineering, and medicine useful to the local lawyers, bankers, engineers, and doctors. This it seems to me, is only ordinary prudence. The pastors and teachers will probably make their wants known without special effort on the part of the librarian, and are more likely to be already interested in the welfare of the university.

As an instance of a liberal policy shown toward professional men by a university library, I would like to cite the University of Michigan, which extends to local lawyers and doctors both reference and circulation privileges in its law and medical libraries. It also makes out-of-town loans from the medical library to the physicians and chemists of Detroit and Grand Rapids.

On account of its superior bibliographic equipment, the college library not situated in a large city, can frequently be of service to local booksellers who desire information regarding titles which they are unable to identify. In the great cities, the bookseller is often able to help the librarian in the matter of trade bibliography. In case the neighboring public libraries are small, and do not possess much in the way of trade bibliography, the college librarian is in a position to aid them with

advice about the purchase of foreign books. In fact he may be the adviser of the entire community in this particular.

In my own experience, I have found that many persons consult the college librarian with reference to the purchase of histories, cyclopedia, and other subscription works that they think of buying. The visit of a book agent offering an expensive set is generally marked by frequent telephone calls from people seeking advice before coming to a decision.

The state of California presents one example of an unusual function assigned to the university librarian. The law passed in 1909, establishing a county library system, provides that no person shall be eligible to appointment as county librarian, unless holding a certificate that he is qualified for the position, signed by the librarian of the State library, State university, or Leland Stanford university. How the librarian of either of the two universities is to satisfy himself of the qualifications of the applicant, is not specified. The official recognition of the librarian of Leland Stanford university, an institution on a private foundation, is one of the interesting features of the enactment.

One very important way in which the university library may serve not only its constituents, but the whole library world, and in fact the literary world, is by the publication of bibliographies. These are most useful when they list the resources of the university in some special field, in which its collection is particularly strong. Notable examples are the "Catalog of the Andrew D. White library," and the "Dante collection," both issued by Cornell, the "Catalog of the Avery Architectural library," issued by Columbia, and the "Harvard bibliographical contributions," commenced by Justin Winsor and still in progress. The bibliographical activities of the university may be conducted independently, or in conjunction with other libraries, as when compiling a union list of periodicals. In either case, I am of the opinion that this is probably the channel through which the most permanent, and most widely appreciated, contribution to

public welfare can be made by a university library.

The second paper of the program was presented by PHINEAS L. WINDSOR, librarian of the University of Illinois, on

#### THE RELATION OF THE STATE UNIVERSITY LIBRARY TO THE OTHER LIBRARIES OF THE STATE

The other libraries of the state, with which the state university library is, under present conditions, most likely to have direct relations, include a large number of tax-supported municipal libraries, a considerable number of college and university libraries, libraries of professional schools, including normal schools, a few public libraries supported by endowments, the state library, libraries of high schools and academies, and occasional libraries of learned societies, and other educational agencies. Within each state the library of the state university is generally found among the largest two or three, and generally is growing relatively fast; so that the relations to be considered are those between a large library and smaller ones. However, a more potent factor in determining the relation lies in the fact that the state university library is supported by state funds, and, in common with the other parts of the university, belongs, in a peculiarly close sense, to the people at large. Through the students, it comes into personal relations with the citizens of every corner of the state; and, as a consequence, the people and their local institutions generally feel that they have a valid claim on its services and resources. Many men of the faculty of the state university identify themselves with the various educational, commercial, philanthropic, and other interests of the state; prosecute special investigations into the resources of the various parts of the state, and in every way possible try to extend the benefits of their departments of the university to the whole state; all this, too, makes it the natural thing for the library also to plan and carry on a work that reaches beyond the resident student body and faculty.

But though this library generally has a superior collection of books, and has a body of specialists at hand whose knowledge is always at its service, there are certain obvious limitations that should be remembered. For example, the university library contains relatively few of the current popular books, and relatively few books not more or less directly connected with the subjects in the curriculum. Its first work is, of course, with and for the faculty and resident students. And even in state universities there is still much academic conservatism which looks doubtfully upon innovations, and makes progress in the less common forms of library work slower than in public library work.

First among the services the state university library should render to the other libraries may be mentioned a willingness to make inter-library loans freely, which, in spite of our present high transportation charges on books, can be developed much farther than heretofore. We already freely loan to the librarians of other college and university libraries for use of professors and serious students. If a local public library's constituents generally know that almost any book or small group of books they are likely to need can be had in three or four days from the state university library, if not in the local library, it is likely that the privilege will be used oftener than at present. And if among these constituents there are, as is likely, any considerable number of alumni or former students, or extension students of the university, the tendency to ask the local library to borrow, in any time of real need, will be all the stronger.

To further supplement the resources of the local library on any particular subject, a box of books, or lantern slides, or pictures, can be loaned by the state university library for a limited period. There is no conclusive reason why the state university library should not send out such traveling libraries, and in some states this library is an agency ready at hand which could do much of the work better than the state library or a library commission. With the state university so frequently attempting

so many forms of extension work and non-formal instruction, the traveling library for the use of study, club, and high school, constituents of the small public library ought not to be thought beyond the scope of its work.

A third service the state university library can render to the other libraries is to avail itself of its natural position as a training ground for librarians and library assistants, for the state library schools and summer library schools fall so easily within the generally accepted scope of a state university's activity, that where there is any real need for either of these agencies, the library should aim to supply it. Cordial, active support of library institutes is akin to this work of instruction, and should be expected of the state university library. Nor should this training of library workers cease with these more formal agencies; the library should hold itself ready and willing to attempt an answer to any specific questions relating to library management that arise in the libraries of the state.

The state university library should be an experiment station for the libraries of the state, within certain obvious limitations. For example, is there a section of the state overrun with tuberculous people, do the libraries of that section have to face the question of disinfection of books? The university library should seize the opportunity to prosecute such inquiries or experiments as will lead to the adoption of the simplest, most economical, and most effective methods of disinfection of books. Or, for another example, if insects are injuring books in a library of the state, let the university library see that the question is taken up, and that the resources of the whole university are behind the investigation into the best remedy.

The state university library is generally well prepared to answer general "reference" questions put to it by smaller libraries, and to serve also as a bureau of bibliographic information for them. Not only its superior collection of books, but the special bibliographic training and knowledge of its staff, and the generally ample resources of the faculty, make the

performance of this service entirely feasible; and if such questions are asked that prove to be beyond the resources of the library and university, they can be referred to the most convenient large or special library which has presumably better facilities with which to answer them. Here again, if all the constituents of a local library know that they may ask their library almost any sort of a question about books, their editions, prices, etc., and that if the local resources are not sufficient to answer it, the question will be referred by their library to the state university library, the privilege will be appreciated. One benefit accruing to the public might be a healthy decrease in the business of a certain sort of traveling subscription book agent.

In the disposition of state university publications, exchanges, and library duplicates, the state university library may well give first thought to the needs of the libraries of its own state, and seize every opportunity to add in these ways to their resources. Let the librarian see to it that the current university publications go regularly to every library in the state that is likely to wish them. Twice in my own experience the unsold remainder of student annuals, a year or two old, has been given to the library, and the copies sent to libraries in the state,—in one case 40 and in the other case (this year) over 100,—and in every case the University has paid the express charges.

To a modest degree, some of the state university libraries may serve also as regional libraries, or as central reservoirs of books, or as first steps toward these. Here, however, so much depends upon the resources and needs of the particular state university, its ambitions, the probable direction of its development, and its nearness to or distance from, other large and amply endowed libraries or institutions, that mere mention of the possibility of such a future service is all that can be safely attempted. If, in the development of real universities, there comes a generally accepted division of the field of graduate study and investigation, so that, for ex-

ample, one will have unquestioned superiority in finance, transportation, and commerce, and a neighboring one superiority in the classics and philology, it may easily become practicable for the library to follow such university specialization, and make of itself a central reservoir of books on one of these subjects, receiving from the other libraries of the state their dead books on these subjects, and trying to make its collection on them complete to the last degree.

In addition to these specific forms of service to the libraries of the state, it is assumed that the state university library performs certain less tangible duties to them, actively supporting all movements for the betterment of library conditions in the state, especially those represented by its state organizations of librarians and library workers, and by its state library, and its state library commission. Very rarely indeed do any circumstances in any state justify any other than a spirit of mutual helpfulness and co-operation between all these forces for popular education.

In conclusion: If I have considered only one side of the relations which should, and do, exist, it is partly because the state university library does owe everything to the state which supports it, partly because it is much more frequently able to offer help than are the great majority of other libraries within the state, and partly because it is perfectly safe to leave them to discover any service they may render the state university library.

In what I have said there has been lurking no unexpressed desire for, or expectation of, any equivalent return of so called "favors"; the justification of our support by state funds lies in the service we can render, and the more complete this justification the better satisfied we shall be.

The next paper was submitted by W. I. FLETCHER, librarian of Amherst college, on:

#### RELATION OF THE COLLEGE LIBRARY TO THE LOCAL COMMUNITY

To the saying of the Great Teacher "To him that hath shall more be given"—a say-

ing quite inconsistent with the Socialist theory, but one that proves itself curiously true in fact, if not acceptable in theory—to this saying there has been worked out in our day a corollary—"He that hath shall give." Not that this is a new doctrine or principle; it is as old as the New Testament or the teachings of Plato or Socrates, older in fact than any of them.

But selfishness and greed have a strong hold on the human heart, and it has taken many centuries to bring even the Christian world to a practical acceptance and carrying out of the idea that possessions and endowments of one kind or another involve an obligation to share them with those less favored, to use them *pro bono publico*. True enough many men of wealth, from time immemorial, have been large givers, and the founding of colleges and hospitals by such men is no new thing; but it has remained for this present time to witness the awakening of the sense of obligation on the part of rich men to make the world better by their use of their riches. George Peabody, Cecil Rhodes, D. K. Pearsons, J. D. Rockefeller, Andrew Carnegie—these are not only great givers, but they are also the apostles of a new doctrine as to wealth, which runs counter to the old idea that a man may surely do what he will with "his own." "Ownership is trusteeship," is a succinct statement of the new doctrine.

Nor is the ownership to which this new doctrine relates confined to the possession of wealth by individual men. It includes all holdings of resources of any kind by institutions as well. That it has been recognized by colleges and universities the whole university extension and social settlement movement is a witness, and from this point of view I prefer to approach the question of the relation of the college library to the community. Recognizing the potential value of what is in our college libraries, not only for the furtherance of the college work, but for the help and uplifting of the community about us, we may well seek for means of establishing such relations as will put these resources

in the way of as complete exploitation as possible.

Within a few years our college libraries have grown rapidly and have acquired a new character. They have gone beyond the point where they barely meet the needs of the college work, and have grown rich in works of a more general character—in art, in music, in biography, especially in science. Only a small proportion of their books are, at a given time, in use in the college, and more and more must the college librarian feel the strong desire that these unused resources might be benefiting the outside community.

In my consideration of this theme, I practically pass by the case of the college or university located in a large city where an adequate public library exists. Public libraries of some size and value are now to be found in most of the towns, certainly in the college towns. But outside of the large cities they are generally small, and limited in their scope, bearing no comparison to the college libraries in size or possibilities for general efficiency. The relation of the college library to the public library in its town is the subject of another paper at this session, and is not for me to treat. I may say that I would have named co-operation with the local public library as the first method of the college library's influence in the community. Next to that, I would certainly place the public schools. The college library can find no field of usefulness, outside of the direct work of the college, more promising and fruitful than is offered by the teachers in the schools. The small town library may contain some books of special value to teachers, but the ample collections in the college library, and the scholarly atmosphere which prevails there, should make it a place to which the teachers, especially in the high school, would constantly resort.

I have sent inquiries to about fifty college libraries preparatory to this discussion, and I find that the practice is general of encouraging the teachers to use the college library. Only a few, however, report that books are loaned to the teachers. In some of the colleges the supply of

books is hardly adequate to the college needs, and the circulation of the books outside of the college is not attempted. But the larger college libraries loan books freely to the teachers, giving them nearly as much liberty in the use of books as is given to members of the faculty. When we consider the vital importance to the colleges of anything that can be done to improve the quality of secondary instruction, we can but be convinced that such help as can be given along this line is not only a public benefit, but also has its direct reaction on the college itself.

The same might be said of help given to pupils in the schools, and would largely hold true. But until the facilities in books and in rooms for their use in the college libraries are further increased, no great frequenting of the library by school pupils can be encouraged. For this work, the town libraries should be especially equipped and administered.

Another avenue for the influence of the college library is found in the study clubs which are now so numerous. In some college libraries membership in such a club qualifies a person to use the library both for reference and for the drawing of books. These club-members are often not of a scholarly type, and their work in the library is easily looked upon as that of tyros, who are only acquiring that "little knowledge" which is "a dangerous thing." But a more sympathetic view will recognize that in all this even superficial cultivation of the minds of the citizens, especially of the mothers, there is promise of future crops of college students,—and here again a wise self-interest coincides with the impulse of the well-stored library to seek outlets for its treasures of wisdom and knowledge. This club work is one especially requiring a larger supply, especially of reference books, sets of periodicals, etc., than the town library is likely to furnish, and is also so like much of the college work as to be much better done with the use of the same apparatus and the aid of the same attendants.

Beyond these special classes in the community there remains another, well worthy

of cultivation by the college library. This class is made up of those individuals who are really bookish, and can make good use of a good library. No college library, so far as I know, is open to the inhabitants of the town generally, as a circulating library. But it is the rule in some to admit as borrowers of books all who will make application indicating some special course or line of reading that they wish to follow, or some subject in which they are specially interested. All resident graduates of the college, all who can be registered as graduates of some sister institution, all professional men and women, come into this class. Here again, an enlightened self-interest would suggest great liberality in administration. For the free use of a good library will count with other advantages to draw to a town the most desirable class of residents, who in turn will be friends and supporters of the college.

In Massachusetts we have been passing through an era of disturbance as to the exemption from taxation of the property of the colleges. Short-sighted and one-sided views as to the loss of taxable property have been honestly held by some, and strongly advocated by demagogues with "an axe to grind," but no success at all has attended the effort to change the law. It would not seem amiss to ascribe much of the public sentiment which has frowned down these attempts to put a burden on the colleges, to the good feeling fostered by the wise and liberal administration of the libraries and other public facilities of the colleges.

The college libraries may yet do much more to fasten and seal the bond which, through all petty and superficial rivalries, should hold together Town and Gown.

Miss LAURA R. GIBBS, of the Brown University library, presented a paper on:

#### STUDENT ASSISTANTS IN COLLEGE LIBRARIES

Graduating from a library school with the strong bias in favor of trained workers which all library schools must give, I had the fortune for several years to work in

college and university libraries which employed few or no student assistants. Then for four or five years, as the senior assistant in one of our smaller women's colleges, I used all my influence to prevent the custom of employing them from gaining a foothold there. Two years ago, however, when I became cataloger at Brown university, there were a round dozen of them ahead of me, and so useful have I found them that frequently one or two extras are temporarily employed at my own request, and another year will see two more permanently added to our staff.

The problem of managing such assistants to the best advantage has proved a most interesting one, and, as in many other cases, that which was accepted merely as a necessary evil has proved to be far less of an evil than it appeared on the surface. Interest in how others met the problem led me to borrow from Mr. Koch the statistics of college libraries collected for his report to the Asheville meeting of the A. L. A. in 1907. And, rather to my surprise, I found that the tendency of those libraries which employ students was to consider the custom not only economical, but also fairly satisfactory. The smaller libraries, as a rule, report the best results from their work, for the irregularity and uncertainty of the student would probably prove more serious in the complex machinery of a big institution than where a smaller force could more conveniently shift the work—a shifting which is unavoidable with the short hours and frequent vacations of students.

Of course if a library has the money at its disposal, it is unquestionably better to employ two or three regular assistants at fair salaries than to scatter the work among a dozen or more untrained workers who can give very few hours each day, and whose main interest lies elsewhere. But frequently it is a question of the student or nothing; then by all means take the student, and take as many as you can plan and revise work for. I am much inclined to think that one of the secrets of success with student assistants lies in employing them in large enough numbers,

certainly with a good many it is easier to keep somewhere near an even output of work, in spite of irregularity in hours, and even at the examination periods, as there are more apt to be people making up time.

Many colleges seem to regard the library appointments somewhat in the light of scholarships, help which must be given a student because he or she needs it, regardless of whether he is especially fitted for the work in question. I still congratulate myself that I have not yet had to deal with the sentimental "office," and our assistants are chosen because they are promising material, and are dropped when their work ceases to be satisfactory—a method which is not only just, but is also the only kind treatment of the student. To accept poor work from a man or woman who is hard up, or is trying to do too much, fosters a willingness to do inferior work, and that surely is little help to one who is presumably being trained to work to the very best of his abilities.

Another question, too, is that of the indolent or overcrowded student, who regards a library appointment carrying a certain reduction of tuition in return for a given number of hours of work as a form of, or substitute for, a scholarship. Hence he considers himself as merely less favored than some luckier classmate, who has the aid without the compensating labor, and feels no impulse to do his best work. Fortunately, these cases are rare and can be dealt with peremptorily.

Presumably the brightest students get the free scholarships, so the library has, as it were, only second choice; but the brightest students are not always the best workers, and a student who seriously wants to help himself through college is not a lazy person, and is seldom unaccustomed to hard work. More often we meet the case of the man—or still more often the girl—who is trying to carry too much work. Here it is hard for the library to know just what attitude to take. Between the Scylla of paternalism, and the Charybdis of indifference to the outside interest of your assistants, is a narrow course to steer. How much allowance should you

make for mid-term examinations which demand extra study hours, the library time to be "made up next week"? What shall you say to a sleepy man who does his work stupidly because he has been kept up more nights than one, as a part of his fraternity initiation?

Then there is the endless string of interruptions; the library is a good place for a friend to see the girl she has missed at the class-room door; she speaks only for a moment, but multiply her by three, and in one hour there is serious interference with the work of the room. Once I even had trouble with the too capable and attractive girl—one who could carry on her own work and a conversation with the man at the next desk quite satisfactorily, but I never found the men equally gifted. This particular girl had a fancy for making up lost time during the evening, and I once commented to a friend that the men showed remarkable interest in doing likewise, on those particular evenings. "More interest than principle?" was his pertinent surmise.

The library has, then, the second choice of students, and its work comes second at least in their interest. Still I maintain it should secure good results from them. How?

To accomplish this I find it best to require pretty regular hours of work. I ask each student to give me, within a week of the opening of the term, a schedule of the hours he or she intends to work each day of the week. Our requirement is 140 hours for each of the three college terms, that means twelve hours a week the first term, and fifteen or sixteen in the winter and spring. This division provides for the student's work in the library to be finished before the term examinations begin, though as a matter of fact, there are always a few who have lost time to make up, and who by special arrangement are permitted to do so during examination week, or, in urgent cases, even in the shorter vacations. As far as is reasonable, however, we require that the work shall be done regularly, and students are not allowed to drop too far be-

hind. Now and then one is unable to finish a term's work, and the matter is adjusted at the college office, but whenever it is possible to prevent this we do so, as it gives the student a feeling that it is largely a matter of his own convenience, and does not foster a sense of responsibility. Also it deprives the library of just so much time, for unless the time lost is considerable, it is hardly worth while to employ another person to make it up.

The time which students give is necessarily much broken, the average being two, or two and a half, hours a day, and that is usually divided. Then there is the disadvantage of hours between classes, which are slightly less than sixty minutes, yet it will generally seem best to consider them full time as long as the student comes directly from the class-room and stays as long as he can. We have already spoken of the interruptions from outsiders, the pressure of fraternity rushing seasons, of mid-term examinations, and of congestions of long papers to be prepared—all of which affect the work more or less seriously. Still, if you will not demand too much of him, the student does good work for you, only remember it is work which needs all his good will to make it of any value; you cannot afford time for nagging, neither can you afford to have it done ungraciously. Therefore, if you cannot get satisfactory results under the easiest relationship—try another student, and if you have to try too many, the natural conclusion should be that you yourself are not fitted for just this kind of work. Do not put up with perfunctory work, and do not ignore work that falls short of your standard—only be very sure your standard is not only a fair, but even a generous one,—more generous than in the case of a regular employee.

Of course, considerable time is spent at the beginning in training assistants, and we usually ask each applicant to give some twenty hours' apprenticeship. This has the added advantage of preventing a student taking up the work experimentally and dropping it for slight cause.

A student's term of employment in the library is four years at most, and the average would hardly be two. On this account, it is evident that any considerable amount of training would be quite out of proportion to the service rendered, and in planning the work this fact should be always before the person in charge of the assistants. A lack of library training is, of course, a foregone conclusion; and alas! a lack of orderliness and accuracy is almost as common. So valuable are the last two traits that it is well to choose a careful person rather than a brighter one who will be more likely to slight details.

All student work requires careful supervision, and in this supervision it is well if you can bring yourself to a point where you regard some things which you may have considered vital, as unessential or of minor importance. One case which comes to mind now is of a student who seemed hopelessly stupid until it was discovered that he could copy subject from author cards, with perhaps two or three typographical errors in a hundred cards. Now, at that particular time we needed just this work done, but the student seemed incapable of learning that when an author has two forenames his initials only should be given on the subject cards. After returning some forty or fifty cards to be re-written, I decided the point was not worth while, and the work goes on entirely satisfactorily. The student is a reasonably quick and extremely conscientious worker.

After considerable experimenting as to the kind of work in which students can be of most use we have reached the following conclusions: It is hardly worth while to use them in order work; but one student, with now and then a second to help out, does all our accessioning, and does it satisfactorily. All mechanical preparation of the books—plating, stamping, labelling, and cutting—can profitably be left entirely in the hands of one or two more; and we have had two or three men who covered pamphlets and repaired books as well as could be desired. Personally I feel very strongly that it is best not to put them at the desk, even in slack hours, as the desk

gives the tone of the library to the public, and should stand for dignity and efficient service. The public—even a college public—seldom discriminates between desk attendant and reference librarian, and it expects to find trained assistance at the first point to which it applies. If you select your men carefully, there is no reason why they should not put away books, though it is well to train them for this by preliminary practice in reading the shelves in various parts of the classification. Last year one of our probationers put in order three or four sections which were in considerable confusion. With a list, students can read shelves as well as any one, and, where the reserves are read every two or three days, that is capital work for them.

In our catalog department we make excellent use of five or six students. Catalog entries made on temporary slips are type-written by students, who make all added entry cards noted on the slips—half a dozen sample cards serving for the simple forms in use. One student devotes a large part of her time to putting numbers and headings on Library of Congress cards. Another orders cards for books piled on her desk; and it is at rarer and rarer intervals that I feel I should really like to apologize to Mr. Hastings for some peculiar entry that falls to his people to decipher. The same assistant withdraws "continuation" cards from the catalog, when new volumes come in, and even writes slips for some of the simpler titles. One looks up author's names and dates, and another alphabets all the cards—we expect to put two more at this work when our Library of Congress depositary catalog arrives—putting them into the drawers, where it is a matter of a few minutes for the cataloger to run over them and draw out the rod, letting them fall into place. Our shelf list cards are written by still another student from the catalog slips as they are on their way to the waste basket, and from the Library of Congress cards. He quickly learns to abbreviate titles, and selects the important information from the longest with considerable discrimination. After revision, the shelf list cards are filed in the same way that

the catalog cards have been. More revision! If there is opportunity for choice I should suggest that girls, as a rule, are more successful in the work of the catalog room, especially in writing catalog cards, than are men, the latter do better with shelf list, than with the more finicky catalog entries. Men do better plating, and, as a matter of course, should carry and put up books, and do any other heavy work.

Do you perhaps wonder what has become of the cataloger in all this confusion? Truth to tell she wonders sometimes if she is a cataloger, so curious a change has come over her—in fact it seems more or less of a joke anyhow, for she never intended to be a cataloger, and hated it most cordially when she was one—under the old regime, polishing the tails of the commas. If you expected to find her at her desk writing cards in her best library hand you would be shocked I fear. She is sometimes sorting great piles of printed and typewritten cards, often revising students' work of various kinds—changing a group of headings because the Library of Congress uses another form, and her adopting it now will save work in the future—it is much less of a circumstance to change cards than in the days of that library hand. Not the least part of the cataloger's duty in this sort of a library is the care of the machines, for she is called upon frequently to see why this carriage will not move, why the tabulator sticks on another; she must drop her work to show how a ribbon is put on, and there is endless watching of workers who *will* use a machine that needs the type brushed.

Anyone in charge of student work would do well to plan it so that there is little variety for any one assistant, as each new kind of work means previous instruction, slower work, and extra revision. This of course is not so interesting for the student; it is monotonous and means that his or her work leads to little in the future. It is merely a way of making a little money now, not a part of education, and cannot give training that will be of value in any future library work, save the drill

which any part of the work, well done, necessarily gives in accuracy, neatness, and orderliness. The work, however, does give the student some knowledge of what work in a library means—that there is much drudgery, much detail, and plenty of dust. No girl who has served an apprenticeship will ever choose the profession because it is "ladylike," and "gives one an opportunity to read all the new books." Now and then a student does see beyond the drudgery, and finds a real interest in library work of one kind or another. Perhaps he or she keeps on in the same place, gradually working up; but remembering my own experience, I always urge at least a year in a good library school.

One more point if you still have patience, and that is the effect the system has on the profession as a whole. I should like to make a statistical study of this side, but I am inclined to believe that the student assistant who goes into the work afterward, is quite as apt to turn out a success and a credit to the profession, as the man who chooses it from the outside, as it were. Certainly some of our good library workers have begun as student assistants, and it would be reasonable to suppose that in some cases, at least, it was because of this experience that they chose the profession—perhaps not actually chose it in all cases, but only drifted into it, lacking a stronger attraction in some other direction.

## SECOND SESSION

At the second session of the section W. H. Brett, librarian of the Cleveland public library, summarized, and read extracts from the replies of some of the eighty-six public and fifty-three college libraries which had responded to a set of questions he had sent to two-hundred librarians, in his effort to obtain information on the "Relation of the public library to the college library."

CLEMENT W. ANDREWS, librarian of the John Crerar library, and member of the A. L. A. Publishing board, submitted the following report on

## THE CO-OPERATIVE WORK OF THE A. L. A. PUBLISHING BOARD

As a result of conferences and consultations culminating at the Cleveland conference in 1896, the Publishing board undertook the publication of printed cards for analytical entries from a selected list of serials, and has continued the work to the present time. Recent developments, however, appear to require a redetermination of the principles which should govern the work, and a radical revision of the list of serials to be analyzed.

The original list was formed by each of the five libraries, which agreed to furnish titles, naming enough serials to give approximately an equal number of titles. As the first list of 194 serials did not give the intended number of 3,000 titles the list was increased from time to time until a maximum of 306 was reached. On the other hand, when the Library of Congress began to issue printed cards for a considerable number of these serials, all such were dropped by the Publishing board, so that at present there are only 200, yielding about 2,700 titles a year, and of these 12 are not assigned to any library.

Besides the heterogeneous character of the list, due to the manner of its formation and increased by the subsequent changes, the greatest drawbacks are the discrepancies in the subject headings, and the delays in issue, both inevitable in co-operative work, even with the careful attention to details given by Miss Browne and later by Miss Bascom, and the impossibility of filling any but advance orders. On the other hand, where all are taken, the price—one and one-quarter cents per card—is the same as that asked by the Library of Congress, while for a selection the charge of two cents a card is still low, considering the small edition.

On the whole, the undertaking has been successful. The number of subscribers has not changed greatly; some 16 take complete sets, and 60 odd subscribe to a selection.

The developments which make necessary a revision of the work are: first, the issue of the Library of Congress cards; second, the extension of that work, in accordance with its recent offer, to include certain classes of desirable titles received from other libraries; third, the issue of the "International catalogue of scientific literature"; fourth, a growing feeling that the list is altogether too miscellaneous; and fifth, the change in editor made necessary by the change in the location of the work of the Board.

It has seemed to the Board that there are three ways in which the work may be

curtailed to the advantage of all concerned, and they hope by doing this to make it possible to add to it in any direction which may be desired by any considerable number of subscribers.

In the first place, they propose to ask the Library of Congress to undertake, on its own account, a few serials—strictly monographic in character or else published by the United States Government—which would appear to have been overlooked. In the second place, they hope that that library will extend its offer to print titles furnished by other libraries, when five subscriptions are assured, to include material from the more important serials even if not strictly monographic in form or character. In the third place, they would be inclined to drop all special periodicals containing only short articles, and perhaps all scientific periodicals covered by the "International catalogue."

A cursory examination of the first fifth of the present list indicates that of a maximum of 2,700 titles a year from 200 serials, the Library of Congress ought to catalog for itself about 100 titles from 20 serials; that it might be expected to print from copy sent it about 300 from 65; that about 800 from 50 ought certainly to be printed by the Board, and that the remainder, 1,200 titles from 65 serials should be considered doubtful. Some of these ought to be printed by the Library of Congress, or if not by them, certainly by the Board; but many may well be dropped entirely, while as to a very considerable number the decision will depend upon the views taken by the subscribers as to the advisability of duplicating material in the "International catalogue." The Board feel that this is a most important point, and hope that it may receive due attention in the discussion which they hope will follow this presentation of the problem before them.

This is a question which interests chiefly the College and Reference section. Most general public libraries in any case will subscribe to a selection only, but if a few general questions can be settled to the satisfaction of a considerable number of college and reference libraries, they ought to find it advantageous to make complete subscriptions.

In drawing up the circular which they propose to issue soon, the Board will bear in mind the opinions expressed here. In that circular, also, they will ask for suggestions as to any expansions which may be desired.

W. P. Cutter, librarian of the Forbes library, Northampton, Mass., presented a statement of the problems involved in the

recent discussion between the trustees of Smith college and the Forbes library.

The election of officers of the Section for the ensuing year resulted as follows:

Chairman, A. S. Root, librarian, Oberlin College; Secretary, Miss Irene Warren, librarian, School of education, University of Chicago.

## CHILDREN'S LIBRARIANS' SECTION

### FIRST SESSION

Saturday evening, July 2.

The sessions of the Children's librarians' section were presided over by Miss May Massee, of the Buffalo public library. The first session was opened with a symposium on books about children, and the following books were discussed:

E. K. S. Key, "Century of the child."—Mrs. Henry L. Elmendorf.

B. B. Lindsey & H. O'Higgins. "The beast."—Dr. Arthur E. Bostwick.

John Spargo. "The bitter cry of the children."—Miss Linda A. Eastman.

Jane Addams. "The spirit of youth and the city streets."—Mr. Henry E. Legler.

K. L. L. Boshier. "Mary Cary."—Miss Lutie E. Stearns.

R. R. Reeder. "How two hundred children live and learn."—Miss Caroline Webster.

Jacob A. Riis. "The peril and preservation of the home."—Miss Esther Straus.

H. G. Parsons. "Children's gardens."—Miss Elva L. Bascom.

G. S. Lee. "The child and his book."—Miss May Massee.

The session closed with a short discussion on intermediate work, led by Miss Mary Douglas, of the St. Louis public library. Miss Dousman, of Milwaukee, Miss Straus, of Cincinnati, Miss Zachert and Miss Flexner, of Louisville, Mr. McKillop, of Milwaukee, and Miss Massee, of Buffalo, took part in the discussion, in which the results of what had been done in several large libraries were presented, and the necessity was shown for a closer study of the needs of the older children with a view to meeting them adequately. One conception of an intermediate department was described as an accessible and attractive corner or room, provided with an specially

selected collection of books, with an assistant in charge peculiarly fitted to work with older boys and girls, and one who was familiar with both the children's and adult departments. Others felt that there should be no separate collection of books, but that more personal aid in selection should be given the younger readers in the adult department. A proposed method of marking certain books in an open shelf collection to facilitate the finding of an "intermediate" book was described by Miss Massee, and a somewhat similar method successfully practised in the Louisville public library was mentioned by Miss Flexner. The discussion closed with recommendations for further consideration of the subject at future meetings.

### SECOND SESSION

A short business meeting was held on Monday, July 4, at 2:30 p. m. when Miss Massee was in the chair, and there were twenty-six members present. In the absence of Miss Clara W. Herbert, Washington, Miss Mary Douglas, St. Louis, acted as Secretary. After the reading of the Minutes, the following officers were elected for the ensuing year: Chairman, Miss Faith E. Smith, Chicago; Secretary, Miss Mary Douglas, St. Louis. Miss Olcott moved that a committee of one be appointed by the Chair to investigate the organization of other sections to see if an Executive board were necessary, and to provide for a succession in office. The motion being carried, the Chairman appointed Miss Esther Straus, of Cincinnati. The business meeting adjourned for an informal round table discussion of questions of interest to children's librarians.

MARY DOUGLAS,  
Acting Secretary.